

JOB QUALIFICATION REQUIREMENTS (JQR) MASTER TRAINING SPECIALIST

The Master Training Specialist (MTS) Job Qualification Requirements (JQR) Program is designed to guide personnel through a training process, with the ultimate goal of attaining MTS qualification. Eligibility to participate and policy for the MTS program is contained in [CNET Instruction 5000.5B](#).

The MTS JQR Program is composed of 5 modules. Modules 1 through 4 are based on the NAVEDTRA 130 series manuals which provide important policy and guidelines for curriculum development and schoolhouse management. Module V is composed of OPNAV and CNET instructions which govern navy training policy and standards.

There are local instructions for individual commands with which the MTS candidate may be required to become familiar. The local governing board for the MTS JQR Program for a given command will decide which local instructions should be added. The structure of the program is broad-based to ensure a MTS from one CNET command will be recognized as a MTS upon transfer to another CNET command.

Each of the 5 modules contains specific information and knowledge essential to an MTS. Within the first four modules, references are listed at the beginning of the module. The last module does not list references as the instructions themselves are the references for the required information.

The listed references for each module do not constitute the only source of information for correct answers to each line item listed in the JQR, although they are the primary sources. It is the responsibility of the MTS candidate to ensure that all references are valid and applicable to the MTS JQR Program.

Each module consists of individual line items which all candidates are required to answer. After compiling the written information, the MTS candidate will review the line items with a command authorized signature authority.

REFERENCE MATERIAL ON THE WEB/INTERNET

NAVEDTRA 130 SERIES MANUALS: www.ott.navy.mil

CNET AND OPNAV INSTRUCTIONS: www.cnet.navy.mil

Note that Module 5 on key training instructions has been updated 10-00.

MODULE 1

MANAGEMENT

SIGN-OFF SHEETS

The purpose of this module is to ensure that the Master Training Specialist is familiar with the purpose, administration, management and structure of the training community.

REFERENCES:

A. NAVEDTRA 135A NAVY SCHOOL MANAGEMENT MANUAL

101 NAVEDTRA 135A

101.1 State the manual numbers and titles in the current NAVEDTRA 130 series manuals.

(Signature) (Date)

101.2 List the duties and responsibilities of each of the following members of the training organizational structure: Chief of Naval Operations (CNO), Chief of Naval Education and Training (CNET), Local Training Authority (LTA), Curriculum Control Authority (CCA), Course Curriculum Model Manager (CCMM), and the Participating Activity.

(Signature) (Date)

101.3 Describe the "A," "C," and "F" classes of specialized training.

(Signature) (Date)

101.4 State the 3 minimum requirements (for all courses) for instructor certification.

(Signature) (Date)

101.5 How often is training on safety required for all staff?

(Signature) (Date)

101.6 Discuss the categories of attrition.

(Signature) (Date)

101.7 When are Academic Review Boards (ARBs) required?

(Signature) (Date)

101.8 What grade will be assigned to a retest if the student passes the material retested?

(Signature) (Date)

101.9 State the 6 phases of the curriculum development/revision process.

(Signature) (Date)

101.10 Who determines what standard will be used for a curriculum revision?

(Signature) (Date)

101.11 Who is responsible for maintaining a course audit trail? A master record?

(Signature) (Date)

101.12 Explain briefly the two purposes of Instructor Evaluations.

(Signature) (Date)

101.13 The student critique program is divided into what three areas?

(Signature) (Date)

101.14 State how often a Formal Course Review (FCR) will normally be conducted.

(Signature) (Date)

101.15 Name five types of tests.

(Signature) (Date)

101.16 The evaluation of the classroom instructor is divided into what four areas?

(Signature) (Date)

101.17 The evaluation of a laboratory instructor is divided into what four areas?

(Signature) (Date)

101.18 Name the Appendices found in the NAVEDTRA 135A.

(Signature) (Date)

MODULE 2

INSTRUCTION

SIGN-OFF SHEETS

The purpose of this module is to reinforce and strengthen effective instructional techniques for the podium instructor, ensure proper student-instructor relationships, and emphasize correct procedures for conducting courses of instruction within the Navy.

REFERENCES:

- A. NAVEDTRA 134 NAVY INSTRUCTOR MANUAL

MODULE 2 (NAVEDTRA 134)

102.1 Explain the process of identifying training requirements for Naval personnel.

(Signature) (Date)

102.2 State the purpose of the Navy Training System.

(Signature) (Date)

102.3 What is the most essential, single link in the training chain?

(Signature) (Date)

102.4 State and discuss the three qualities of an efficient and effective instructor.

(Signature) (Date)

102.5 Discuss the Instructor's responsibilities in terms of:

- a. Responsibility to students
- b. Responsibility to training safety
- c. Responsibility for security
- d. Responsibility for curriculum

(Signature) (Date)

102.6 List & discuss the key principles to applying motivation theory in a training situation.

(Signature) (Date)

102.7 List and discuss the five techniques which can assist in developing motivational strategies for instruction:

(Signature)

(Date) 102.8 State the ultimate goal of instruction.

(Signature) (Date)

102.9 State the five different ways of learning.

(Signature) (Date)

102.10 Discuss the five different ways of learning.

(Signature) (Date)

102.11 State the five laws of learning.

(Signature) (Date)

102.12 Discuss the single most important factor in a student's educational advancement.

(Signature) (Date)

102.13 List and discuss the five learning senses in their order of importance to the instructional environment.

(Signature) (Date)

102.14 State and discuss the six common characteristics all students possess.

(Signature) (Date)

102.15 State and discuss the four basic learning styles.

(Signature) (Date)

102.16 List the percentages of information retained when one or more learning styles is involved in the instructional process.

(Signature) (Date)

102.17 State the barriers to effective communications.

(Signature) (Date)

102.18 State and discuss the purpose of the 3-step communication process.

(Signature) (Date)

102.19 Discuss why listening is one of the most important communication skills.

(Signature) (Date)

102.20 What five factors must be considered in planning instruction delivery?

(Signature) (Date)

102.21 State and discuss the importance of body movement as an important part of successful communication.

(Signature) (Date)

102.22 State and discuss the four purposes of oral questioning.

(Signature) (Date)

102.23 State and discuss the characteristics of a good oral question.

(Signature) (Date)

102.24 Discuss the types of oral questions and their purposes.

(Signature) (Date)

102.25 State the five steps of the five-step questioning technique.

(Signature) (Date)

102.26 List five of the seven instructional methods.

(Signature) (Date)

102.27 State and discuss the three parts of a learning objective.

(Signature) (Date)

102.28 State and discuss the three learning domains.

(Signature) (Date)

102.29 Explain the differences between:

- a. Course Learning Objectives and Terminal Objectives
- b. Topic Learning Objectives and Enabling Objectives

(Signature) (Date)

102.30 Discuss the two methods of testing and their importance.

(Signature) (Date)

102.31 Explain the five learning levels a knowledge test item may test:

(Signature) (Date)

102.32 Discuss the different types of performance tests.

(Signature) (Date)

102.33 List and describe the primary materials used in presenting instruction.

(Signature) (Date)

102.34 State the purposes of using Instructional Media Materials.

(Signature) (Date)

102.35 Describe two types of instructor evaluations.

(Signature) (Date)

MODULE 3
SIGN-OFF SHEETS

The purpose of this module is to ensure Master Training Specialists are well versed in the procedures for the development, implementation, and evaluation of curriculum and instruction.

References:

- a. NAVEDTRA 130A Task-Based Curriculum Development

MODULE 3

103 NAVEDTRA 130A

103.1 Discuss the item(s) developed in Phase I (PLAN) of Task Based Curriculum Development.

(Signature) (Date)

103.2 Discuss the items developed in Phase II (Analyze).

(Signature) (Date)

103.3 Discuss the items developed in Phase III (Design).

(Signature) (Date)

103.4 State the two categories of learning objectives.

(Signature) (Date)

103.5 Discuss the items developed in Phase IV (Develop).

(Signature) (Date)

103.6 Discuss the purpose of Instructional Media Materials (IMM).

(Signature) (Date)

103.7 State and discuss the elements of the Lesson Plan.

(Signature) (Date)

103.8 State and discuss the elements of the Trainee Guide.

(Signature) (Date)

103.9 State the rules for writing a Course Training Task List (CTTL) statement.

(Signature) (Date)

103.10 State the purpose of testing.

(Signature) (Date)

103.11 Explain the purpose of conducting a Pilot Course (Phase IV).

(Signature) (Date)

103.12 List the justifiable reasons for developing, revising, or canceling a course.

103.13 Discuss the purpose of PHASE V (IMPLEMENT).

(Signature) (Date)

103.14 Discuss the purpose of PHASE VI (EVALUATE).

(Signature) (Date)

103.15 Discuss the relationship between the following as used in the CTTL.

- (1) Job
- (2) Duty
- (3) Task

(Signature) (Date)

103.16 State the difference between the Course Mission Statement and a Terminal Objective.

(Signature) (Date)

103.17 Describe the three products of the Training Course Control Document:

(Signature) (Date)

103.18 List the volumes of the NAVEDTRA 130A and their purpose.

(Signature) (Date)

103.19 Spell out the full term for the following acronyms:

- (1) LP
- (2) D-D-A Page
- (3) TO
- (4) EO
- (5) DP
- (6) RIA
- (7) IMM

(Signature) (Date)

103.20 How many pages make up one volume of a lesson plan?

(Signature) (Date)

103.21 Where are the procedures for the handling and storage of classified training materials found?

(Signature) (Date)

300 NAVEDTRA 130

303.1 Develop a Training Project Plan.

(Signature) (Date)

303.2 Develop a Course Training Task List (minimum of 1 duty and 4 supporting tasks).

(Signature) (Date)

303.3 Develop Terminal and Enabling Learning Objectives based on the CTTL developed in 303.2. (Minimum of one Terminal Objective and 4 Enabling Objectives).

(Signature) (Date)

303.4 Develop one knowledge lesson topic on the learning objectives developed in 303.3.

(Signature) (Date)

303.5 Develop an assignment sheet and an information sheet based on the learning objectives developed in 303.3 and 303.4.

(Signature) (Date)

303.6 Develop a 10 question test based on the learning objectives developed in 204.3.

(Signature) (Date)

NOTES: Develop items may be based on actual or fictitious requirements. Format of all items developed will be in accordance with the most recent instructions and module ref (a).

If the MTS candidate is/was actively involved in a course curriculum change/revision/rewrite in the past 12 months, the above listed 300 series line items may be derived and verified from curriculum project.

MODULE 4
NAVEDTRA 131A
SIGN-OFF SHEETS

The purpose of this module is to ensure Master Training Specialists are well versed in the development, implementation, and evaluation of curriculum and instruction in the NAVEDTRA 131 format.

REFERENCES:

- A. NAVEDTRA 131A Personnel Performance Profile-Based Curriculum Development Manual

NAVEDTRA 131A

104.1 State the volumes and titles in the NAVEDTRA 131 and what they contain.

(Signature) (Date)

104.2 Describe the pre-, post-, and core stages involved in developing materials following the Personnel Performance Profile (PPP) - Based curriculum development method (seven).

(Signature) (Date)

104.3 List the contents of a Training Project Plan (TPP).

(Signature) (Date)

104.4 Define a Personnel Performance Profile.

(Signature) (Date)

104.5 State the most critical element of curriculum development per NAVEDTRA 131, and explain its importance.

(Signature) (Date)

104.6 State and discuss the Training Path System (TPS) outputs (stage 1).

(Signature) (Date)

104.7 List and describe the contents of the preliminary training course control documents (stage 2).

(Signature) (Date)

104.8 List and describe the elements of the Lesson Plan.

(Signature) (Date)

104.9 State the six types of instruction sheets found in the trainee guide.

(Signature) (Date)

104.10 State the Training Objective Statement (TOS) codes for both knowledge and skill.

(Signature) (Date)

104.11 Define the three "task sets."

(Signature) (Date)

104.12 State and discuss the types of courses listed in a Training Path Chart (TPC).

(Signature) (Date)

104.13 When should job sheet development begin?

(Signature) (Date)

104.14 Explain how course learning objectives (CLOs) are developed.

(Signature) (Date)

104.15 How are part numbers determined?

(Signature) (Date)

104.16 List four of eight ways to sequence a course?

(Signature) (Date)

104.17 What is contained in a resource requirements list?

(Signature) (Date)

104.18 What is contained in the final Training Course Control Document (TCCD)?

(Signature) (Date)

104.19 What annexes are included in the final Training Course Control Document (TCCD)?

(Signature) (Date)

300 NAVEDTRA 131A

304.1 Develop an equipment PPP table.

(Signature) (Date)

304.2 Develop a Training Path System. Include the following:

- a. TOS statements
- b. TAM for the PPP table developed in 304.1
- c. TLA chart for PPP table developed in 304.1
- d. TAC for course

(Signature) (Date)

304.3 Develop a Curriculum Outline of Instruction and topic learning objectives based on the TPS developed in 304.2.

(Signature) (Date)

304.4 Develop one skill instructor guide topic based on the learning objectives developed in 304.3.

(Signature) (Date)

304.5 Develop a job sheet and a diagram sheet based on the learning objectives developed in 304.3 and 304.4.

(Signature) (Date)

304.6 Develop a transparency based on the learning objectives developed in 304.3.

(Signature) (Date)

NOTES: Developed items may be based on actual or fictitious requirements. Format of all items developed will be in accordance with the most recent instructions and module ref (a).

If the MTS candidate is/was actively involved in a course curriculum change/revision/rewrite in the past 12 months, the above listed 300 series line items may be satisfied by this curriculum project.

MODULE 5

TRAINING INSTRUCTIONS

SIGN-OFF SHEETS

The purpose of this module is to ensure Master Training Specialists are well versed in all instructions relating to the conduct, development, revision, reporting and evaluation of training course curriculum, support materials, documents and management systems as well as student handling procedures. There is no 300 series for this module as these instructions support and amplify concepts contained in modules 1 through 4.

REFERENCES: (Contained in each module sub-section)

105.1

**OPNAVINST 1500.2 Series
CONTRACTOR DEVELOPED TRAINING**

105-1.1 What is the purpose and scope of this instruction?

(Signature) (Date)

105-1.2 The term "contractor-developed training" is defined as training for use within the Navy from what three sources?

(Signature) (Date)

105-1.3 Initial training usually consists of what parts/phases?

(Signature) (Date)

105-1.4 When will preliminary evaluation take place?

(Signature) (Date)

105-1.5 Final acceptance shall occur when?

(Signature) (Date)

105-1.6 From the Training Activity viewpoint, what is the most important duty that CNET has in dealing with contractor-developed training/materials?

(Signature) (Date)

105-3 CNETINST 1510.1 Series
NAVY INTEGRATED TRAINING RESOURCES AND
ADMINISTRATION SYSTEM (NITRAS II)

105-3.1 State the purpose of the Catalog of Navy Training Courses (CANTRAC).

(Signature) (Date)

105-3.2 Describe contents of the Introduction, Volume I and Volume II of the CANTRAC.

(Signature) (Date)

105-3.3 Who is responsible for the timeliness and accuracy of data provided to CANTRAC and how often is CANTRAC updated?

(Signature) (Date)

105-4

CNETINST 1500.20 Series
SAFETY PROCEDURES FOR CONDUCTING TRAINING

105-4.1 What type of courses are considered "high-risk"?

(Signature) (Date)

105-4.2 What section of the instruction lists courses that have been designated as "high-risk"?

(Signature) (Date)

105-4.3 What is a "D O R" and the procedures for conducting one?

(Signature) (Date)

105-4.4 What is a "T T O" and the procedures for conducting one?

(Signature) (Date)

105-4.6 What is a Pre-Mishap Plan (PMP) used for, and how often must it be reviewed for accuracy of information? fully exercised?

(Signature) (Date)

105-4.7 How often are Safety Stand-downs required?

(Signature) (Date)

105-5

SYSTEM

CNETINST 1510.1 Series
NAVY INTEGRATED TRAINING AND RESOURCES ADMINISTRATION
(NITRAS II)

105-5.1 State the purpose of NITRAS II.

(Signature) (Date)

105-5.2 State the name and discuss the contents of each of the files which comprise NITRAS II.

(Signature) (Date)

105-5.3 What kind of information can an instructor/command input to NITRAS II?

(Signature) (Date)

105-5.4 Discuss the difference between calendar days and instructional days in regard to course length.

(Signature) (Date)

105-5.5 State five data elements contained in both NITRAS and CANTRAC.

(Signature) (Date)

105-5.6 State the meaning of the acronym "CDP."

(Signature) (Date)

105-7

CNETINST 5310.4 Series
CNET SHORE MANPOWEER REQUIREMENTS POLICY AND PROCEDURES

105-7.1 What is the purpose of the Master Schedule (MS)?

(Signature) (Date)

105-7.2 What is the purpose of the Master Schedule Summary (MSS)?

(Signature) (Date)

105-7.3 What are the CCMM's responsibilities in regards to schedule standardization?

(Signature) (Date)

105-7.4 How many standard technical training hours shall the Master Schedule reflect for the workweek?

(Signature) (Date)

105-7.5 What non-technical training (occurring outside the 40 periods) should be included in the Master Schedule?

(Signature) (Date)

105-7.6 What is the standard classroom student-to-instructor ratio?

(Signature) (Date)

105-7.7 What is a "bottleneck ratio"?

(Signature) (Date)

105-7.8 What does the Master Schedule Summary (MSS) list in section "B. SUMMARY"?

(Signature) (Date)

105-8

CNETINST 1550.10 Series
PRODUCTION, APPROVAL, IMPLEMENTATION AND CANCELLATION
OF TRAINING PROGRAMS AND MATERIALS

105-8.1 What is the purpose of this instruction, and to which commands does this apply?

(Signature) (Date)

105-8.2 State when a training project plan is required.

(Signature) (Date)

105-8.3 What is required in the "justification" section of a project plan?

(Signature) (Date)

105-8.4 State when course curricula material will be "archived."

(Signature) (Date)

105-8.5 Where is "archived material" maintained?

(Signature) (Date)

105-8.6 How long shall "archived material" be maintained in the repository?

(Signature) (Date)

105-8.7 Commands seeking approval for training programs not abiding by this instruction shall submit a request for resolution/approval to whom?

(Signature) (Date)

105-9

OPNAVINST 3500.34 Series
PERSONNEL QUALIFICATION STANDARDS PROGRAM

105-9.1 PQS is a compilation of what things?

(Signature) (Date)

105-9.2 One of NETPDTC's functions in PQS is to publish an annual list of what type of information?

(Signature) (Date)

105-9.3 PQS is designed to do what function?

(Signature) (Date)

105-9.4 In formal training courses where PQS lines may be signed, what procedure is followed to inform a receiving command which line items have been completed and signed?

(Signature) (Date)

105-10

CNETINST 5310.4 Series
CNET SHORE MANPOWER REQUIREMENTS POLICY AND PROCEDURES

105-10.1 The method used to determine instructor billets is based on what?

(Signature) (Date)

105-10.2 What is the "standard instructor weekly teaching load"?

(Signature) (Date)

105-10.3 What is the average number of instructor monthly teaching/contact periods?

(Signature) (Date)

105-10.4 What are the benefits of instructor cross-utilization?

(Signature) (Date)

105-11

OPNAVINST 5510.1 Series
FORWARDING OF STUDENTS' CLASSIFIED SCHOOL NOTES

105-11.1 What is the general rule for handling classified student notes?

ANS. They shall be collected from students prior to graduation and not forwarded to receiving commands immediately.

(Signature)

(Date)

105-11.2 What is to be done with school notes that are not reusable ?

ANS. They will be destroyed.

(Signature)

(Date)

105-11.3 Are there any exceptions to the "no forwarding" policy?

ANS. Yes, on a case by case basis, notes may be forwarded to the command, not the individual.

(Signature)

(Date)

**FINAL QUALIFICATION
SIGN-OFF SHEET**

- | | |
|--|----------------------|
| 1. Eligibility requirements complete | _____
(Signature) |
| | _____
(Date) |
| 2. MTS JQR complete | _____
(Signature) |
| | _____
(Date) |
| 3. MTS Nomination Oral Boards complete | _____
(Signature) |
| | _____
(Date) |
| 4. Recommendation for Certification: | |
| Division Officer | _____
(Signature) |
| | _____
(Date) |
| Department Head | _____
(Signature) |
| | _____
(Date) |
| 5. Commanding Officer Certification | _____
(Signature) |
| | _____
(Date) |